

5TH UK AND IRELAND PRME CONFERENCE

INCLUSIVE RESPONSIBLE
MANAGEMENT EDUCATION
IN AN ERA OF PRECARITY

25-27 JUNE 2018

‘LEAVING
NO ONE
BEHIND’

PRME Principles for Responsible
Management Education
CHAPTER
UK AND IRELAND

PRME is working to help achieve UN sustainable development goals



Contents

Welcome to Queen Mary, University of London	3
Conference Information.....	4
Conference Dinners	4
Conference Theme.....	6
Conference Schedule	7
Speaker Biographies.....	12
Paper Abstracts.....	16



Welcome to Queen Mary, University of London!

Welcome to 5th UN PRME UK and Ireland Conference. Our Theme this year 'Leaving no one behind' - Inclusive Responsible Management Education in an Era of Precarity' is resonant with the ethos and spirit of the School of Business and Management at Queen Mary. We are indeed honoured to be playing host to this prestigious event as the conference highlights our intrinsic commitment to sustainability as we train future leaders while integrating the six principles of PRME in all the work we undertake here at Queen Mary. Equally it resonates with the history of the University as part of East London and the core objective of the People's Palace since its inception in delivering education to the masses transcending class, race, gender and ethnicity.



Queen Mary University of London is one of the UK's leading research-focused higher education institutions. With 25,332 students, we are one of the biggest University of London colleges.

We are a Russell Group university, operating across five campuses in London and at sites across Europe and Asia and teach and research across a wide range of subjects in the humanities, social sciences, law, medicine and dentistry, and science and engineering.

Our history dates back to 1785, with the founding of England's first medical school at the Royal London Hospital. Our roots can also be traced to the establishment of the People's Palace in Mile End in 1887, which was designed to bring educational and cultural opportunities to the East End.

If you get a chance, during your visit, we welcome you to explore Mile End campus and all we have to offer including Regents Canal, a listed graveyard, clock tower, People's Palace and The Queens Building!

If you are arriving a few days early for the conference or planning to stay in London once the conference has ended, there is so much to see and do near campus!

We are based in a creative and culturally diverse area of east London and our site in Mile End is one of the largest self-contained residential campuses in the capital. Situated beside Regent's Canal our campus overlooks the busy Mile End Park which features a leisure centre, museum, ecology zone and an art pavilion. A walk along the Canal will bring you to Victoria Park and eventually Broadway Market – the perfect route for a weekend cycle. Our Mile End Campus is surrounded by a variety of delicious restaurants and pubs within walking distance on Mile End Road, Burdett Road and Grove Road and the Mile End Climbing Wall; based in a converted engineering works is one of the largest indoor climbing walls in London.

We are close to Shoreditch and Brick Lane, infamous for the best curry houses in London (where we will be dining on Tuesday 26 June), as well as the Tech City technology cluster and the financial centres of Canary Wharf and the City. We are also only one stop away from the world-class sports facilities of the Queen Elizabeth Olympic Park in Stratford, Westfield Stratford City and only 15 minutes away from Oxford Circus on the Tube.

We hope you have a wonderful time with us and thoroughly enjoy the conference.

Best wishes

Dr Yasmin Ibrahim

Queen Mary University of London Conference Organiser

Conference Information

This year's conference in Mile End, London represents the 5th Annual Conference of the UK and Ireland PRME Chapter. The conference is hosted by the School of Business and Management at Queen Mary, University of London in the Graduate Centre the newest building on campus, with impressive views of campus and the iconic financial district and business skylines throughout the building.

Recommended ways to get here

Air

London City Airport is the closest international airport to campus with domestic and international flights to cities including Aberdeen, Belfast, Dublin, Edinburgh, Exeter, Glasgow, Manchester, Amsterdam, Frankfurt, Luxembourg, Paris, Zurich and New York. It's a 20 minute drive from campus and has a tube station.

Heathrow, Gatwick and London Stanstead airports are further away from campus but also offer train, car and coach transport links to London.

Rail

Direct services run from most UK cities to Euston station. From Euston you can walk to Euston Square and take the Hammersmith and City line directly to Mile End.

Tube

Mile End is in zone 2 on the Central, District and Hammersmith and City lines. From Mile End station, the walk to the Graduate Centre is 10 minutes. Visit tfl.gov.uk to plan your journey.

Travelling around London

Although London is a huge place, there are many ways to get around. The most popular being the Tube which is also known as the London Underground. All you need is a Train Ticket or you can use your contactless card and off you go!

If you have a little time and wanted to explore London by our red double decker buses there are several bus routes that operate towards Stratford and Central London on Mile End Road.

Location of the Graduate Centre

The Graduate Centre is building 18 on the campus map, overleaf, and is can be accessed by Bancroft Road or walking through campus and can be viewed here

Accessing WIFI

Eduroam

If you're from an institution that is an Eduroam member, you can access our network using your username and password from your home college or university. Check how to connect to Eduroam at your home university or college before arriving at Queen Mary University of London.

Events WIFI

If you are unable to connect with Eduroam, use our events WIFI logins as follows

From your device connect to the network Events WIFI

Enter the password which is case sensitive and will be available on the days of the conference and you should automatically be connected.

Conference Dinners

For this conference, we have arranged the following dinners:

1. Pre-programme Networking Dinner

Monday 25 June 6pm-9pm

Verdi's Restaurant

237 Mile End Rd, London E1 4AA

Verdi's Restaurant is a 5 minute walk away from the Graduate Centre and have the best Italian food in Mile End! Their food stems from Parma a city in Emilia Romagna region in Italy. The restaurant is based in a former public house dating from 1719 and has many of the original features including a uniquely high ceiling.

2. Conference Dinner

Tuesday 26 June 7pm-10pm

Masala Restaurant

88 Brick Lane, London E1 6RL

Get a true taste of the award winning curry house Masala. Having been based on Brick Lane for over a decade, and winner of the Olympic Festival and numerous awards for their delectable curries, they offer a variety of flavoursome curries from the mild to the extremely spicy and hot.

Mile End Campus

Educational/Research

ArtsOne	37
ArtsTwo	35
Arts Research Centre	39
Bancroft Building	31
Bancroft Road Teaching Rooms	10
Peter Landin Building (Computer Science)	6
Engineering Building	15
G.E. Fogg Building	13
G.O. Jones Building	25
Geography	26
Graduate Centre	18
Informatics Teaching Laboratories	5
Joseph Priestley Building	41
Library	32
Law	36
Lock-keeper's Cottage	42
Occupational Health and Safety Directorate	12
People's Palace/Great Hall	16
Queens' Building	19
Scape Building	64
Temporary Building	61

Building construction site	14
Building closed for major refurbishment	4

Residential

Albert Stern Cottages	3
Albert Stern House	1
Beaumont Court	53
Chapman House	43
Chesney House	45
Creed Court	57
France House	55
Feilden House	46
Hatton House	40
Ifor Evans Place	2
Lindop House	21
Lodge House	50
Lynden House	59
Maurice Court	58
Maynard House	44
Pooley House	60
Selincourt House	51
Varey House	49

Facilities

Advice and Counselling Service	27
Bookshop	22
Canalside	63
Careers Centre	19
Clock Tower	20
CopyShop	56
The Curve	47
Disability and Dyslexia Service	31
Drapers' Bar and Kitchen	8
Ground Café	33
The Nest	24
Housing Hub	48
IT Services	19
Mucci's	29
Occupational Health Service/ Student Health Service	28
Octagon	19a
Portering and Postal Services	17
Qmotion Health and Fitness Centre	7
Sports Hall	7
Santander Bank	62
Security	38/54
St Benet's Chaplaincy	23
Student Enquiry Centre	19
Students' Union Hub	34
Union Shop	9
Village Shop	52
Westfield Nursery	11

Information

Visitors who require further information or assistance should please go to the main reception in the Queens' Building.

The smoking of cigarettes or tobacco products are **only** permitted at designated smoking areas / shelters indicated on this map.

Electronic cigarettes permitted on outside spaces **only**.

These premises are alarmed and monitored by CCTV; please call Security on +44 (0)20 7882 5000 for more information.

Key

- Library/bookshop
- Fitness centre
- Refreshment: Bar/Eatery/Coffee place
- Staff car park
- Bicycle parking
- Bicycle lockers
- Cash machine
- Smoking area / shelter



‘LEAVING NO ONE BEHIND’

INCLUSIVE RESPONSIBLE MANAGEMENT EDUCATION IN AN ERA OF PRECARITY

Inclusion is at the core of the 2030 Agenda for Sustainable Development. Inclusiveness speaks to the notion of empowerment and the principle of nondiscrimination. It is reflected in the pledge to leave no one behind, and in the vision of a “just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met” and “a world in which every country enjoys sustained, inclusive and sustainable economic growth and decent work for all” (paragraphs 8 and 9).

Academic institutions have a crucial role to play in promoting this agenda through their iterative critical pedagogies and practices, relationships with stakeholders, and interventions with society and the wider environment. Participants in the conference are challenged to imagine the role of the Academy, particularly PRME Business and Management

schools, in realising the SDGs; and enabling ‘inclusivity’ as policy, pedagogy, critical ideology, and research to inform modes of reflexivity and criticality, and its attendant material practices in terms of responsible management education.

The theme of this conference aims to be guided by the following questions: What is the role of Business Schools in realising the 17 Sustainable Development Goals? What part can RME play in relation to the Sustainable Development Goals more broadly and /or in relation to Equality and Inclusivity in particular? Where are the opportunities and challenges presented by the SDGs, and by equality and inclusivity imperatives in the REF and TEF? What does it mean to decolonise Management Education in Business School? What are the challenges of integrating the universal principles of the UN in the Academy?

Conference Schedule

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25-27 JUNE 2018

**School of Business and Management,
Queen Mary University of London**

The Graduate Centre, Mile End Campus
Mile End Road, London E1 4NS

Pre-programme Day – Monday 25/06/2018

13.00 – 15.00	Graduate Centre Ground Floor Foyer	Arrival lunch: all welcome, especially new members...
15.00 – 17.00	GC222 Graduate Centre	“Global engagement opportunities for PRME signatories, and UKI Chapter Members” A) Overview from Alec Wersun, Chair UKI Chapter B) PRME Cross-Working Group Meeting - “Integrating the SDGs into Management Education” Co-led by Carole Parkes, Co-Lead PRME WG on Poverty, PRME Special Advisor on Chapters, Alex Hope, Co-Lead PRME WG on Climate Change, Vice-Chair UKI Chapter
17.00 – 18.00	Graduate Centre Ground Floor Foyer	Drinks Reception
18.00 – 21.00	Verdi's 237 Mile End Road, London E1 4NS	Informal Dinner and Networking (Pay your own)

Conference Schedule

Day One – Tuesday 26/06/2018

09.00 – 10.00	Graduate Centre Ground Floor Foyer	Registration and Networking Breakfast
10.00 – 10.15	GC201 Graduate Centre	<p>Welcome to Queen Mary University of London: Prof Frances Bowen – Dean of School of Business and Management</p> <p>Overview of the Programme: Dr Yasmin Ibrahim, Queen Mary University of London, Conference Organiser</p> <p>Update on UKI Chapter: Alec Wersun, Chair</p>
10.15 – 11.15	GC201 Graduate Centre	<p>Keynote Panel: Setting the Scene: “Inclusive Responsible Management in an Era of Precarity”</p> <p>Chaired by Prof Frances Bowen, with a panel of guests</p> <ol style="list-style-type: none"> 1. Prosper Williams – Leadership Advisory Board, British Academy of Management 2. Ian Parkes, Chief Executive, East London Business Association (ELBA) 3. Payal Vasudeva, Managing Director, Talent and Organisation Lead, and Human Capital & Diversity Executive Sponsor, Accenture UKI
11.15 – 12.15	GC201 Graduate Centre	<p>Papers Session 1: Pedagogical and research approaches to embed inclusivity and equality in Business Schools</p> <p>Chair: Carole Parkes</p> <p>Stephen Allen, University of Hull What role for postcolonial theory in responsible management education? Some reflections and possibilities</p> <p>Liz Parsons, University of Liverpool Exploring the Potential of Performative Knowledge Production for Inclusivity in Business Schools</p> <p>Andy Brookes, University of Lincoln ‘Leaderism’ as a barrier to interorganizational collaboration and the achievement of SDG’s: Are Business Schools perpetuating or critiquing the dominant organising logics?</p>
12.15 – 13.15	Graduate Centre Ground Floor Foyer	Lunch
13.15 – 14.30	GC201 Graduate Centre	<p>Papers Session 2: The potential contribution of Business Schools to achievement of the SDGs</p> <p>Chair: Jonathan Louw</p> <p>Lila Skountridaki and Sharon Bolton, Stirling University The potential contribution of Business Schools to the achievements of SDGs</p> <p>Christopher Moon, Middlesex University Business Schools and Sustainability Education. Best practices from UN Higher Education Sustainability Initiative (HESI) signatories.</p> <p>John Hirst, Durham University Eschatological Perspectives: Why A Fresh Start for CSR is Needed to Inform the British Academy’s Future of the Corporation Project and Achieve the UN SDGs</p> <p>Rob Compton, Cass Business School “Delivering experiential learning and practical skills for business while doing good in the community: the school mentoring programme at Cass. How it works, what are the challenges and what we have learnt so far?”</p>

14.30 – 15.15	GC201 Graduate Centre	<p>Workshop 1: The Sustainability Literacy Test: A UN-sponsored online tool to develop core knowledge and student learning for sustainable development.</p> <p>Aurélien Descamps, Kedge Business School, Marseilles</p> <p>SULITEST: Raising awareness, promoting and mapping Sustainability Literacy</p> <p>Giving participants the chance to sample Sulitest via the “Discovery Module” -</p> <p>Alec Wersun Glasgow School for Business and Society Aurelien Descamps Kedge Business School, Marseilles</p>
15.15 – 15.30	Graduate Centre Ground Floor Foyer	Break
15.30 – 16.25	GC201 Graduate Centre	<p>Papers Session 3: Inter/Multidisciplinary responses to promote education for Sustainable Development.</p> <p>Chair: Andromachi Athanasopoulou</p> <p>Mike Tennant, Imperial College London</p> <p>Developing inclusive learning and teaching for entrepreneurship using feminist pedagogies</p> <p>Nkeiruka Ndubuka, Aberdeen Business School, Robert Gordon University</p> <p>Realising the Sustainable Development Goals (SDGs): Challenges for Business School Academics in the Responsible Management Education (RME) Field</p> <p>Ted Fuller, Lincoln International Business School</p> <p>Responsible Foresight for Sustainable Development</p>
16.25 – 17.15	GC201 Graduate Centre	<p>Papers Session 4: Inter/Multidisciplinary responses to promote education for Sustainable Development</p> <p>Chair: Matthew Gitsham</p> <p>Matthew C Davis & Hinrich Voss, Leeds University Business School</p> <p>Modern Slavery: Responsible Business Education and Research</p> <p>Ramesh Vahidi, Southampton Business School</p> <p>Educating Responsible Leaders: Do they actually get the opportunities for becoming responsible?</p> <p>Anthony Alexander, University of Sussex</p> <p>Integrating PRME and SDGs into operations and supply chain curriculum</p>
17.15 – 17.30	Graduate Centre Ground Floor Foyer	Break
17.30 – 18.30	Peston Lecture Theatre	<p>Keynote 1: John Elkington, Chairman and Chief Pollinator, Volans</p> <p>Introduction and Chair: Alec Wersun</p> <p>“What will it take to deliver the Global Goals?”</p>
18.40 – 19.00	Guests board coach on Bancroft Road next to Graduate Centre	Transport arrives to take guests to Networking and Dinner
19.00 – 22.00	Masala 88 Brick Lane, London E1 6RL	Networking and Dinner

Conference Schedule

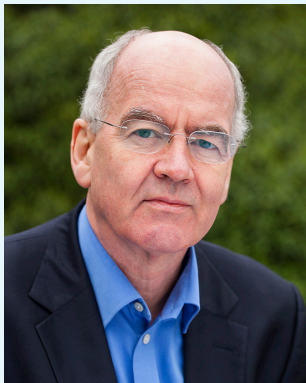
Day Two – Wednesday 27/06/2018

08.00 – 08.45	Graduate Centre Ground Floor Foyer	Breakfast
08.45 – 09.30	GC201 Graduate Centre	Keynote 2: Jeremy Mathieu – BBC Sustainability Adviser; BAFTA Albert International Manager “Creating a Zero Carbon TV Industry: Drama or Reality?” Introduction and Chair: Alex Hope
09.30 – 10.00	GC201 Graduate Centre	Workshop 2: Carbon Literacy Training for Business School Academics and Leaders Rachel Welton & Petra Molthan-Hill: Nottingham Trent University
10.00 – 11.00	GC201 Graduate Centre	Member Plenary: Where next for the UK & Ireland Chapter? Including the Chapter AGM. Member input to the design of Chapter’s programme of activities in year ahead
11.00 – 11.20	Graduate Centre Ground Floor Foyer	Break
11.20 – 12.30	GC201 Graduate Centre	Papers Session 5: The potential contribution of Business Schools to the achievement of the SDGs Chair: Chandres Tejura Dr Richard Mills, University of Cambridge Collaborative student research on business contributions to the SDGs using the WikiRate.org platform Jack Christian, Manchester Metropolitan University Student Responses to a Wicked Assessment using the SDGs and the GRI as lenses Dr. Alex Hope, Northumbria University Combating Climate Change and its Impacts through Responsible Management Education: Business Schools responses to SDG 13 Shariq Sheikh, Glasgow School for Business and Society, Glasgow Caledonian University Reflections on Glasgow Caledonian University (GCU) Students’ Experience- Learning about Social Responsibility
12.30 – 13.30	Graduate Centre Ground Floor Foyer	Lunch

13.30 – 14.10	GC201 Graduate Centre	Workshop 3: SD(Gs) - informed management education in academic institutions: a holistic and participative exploration of responsible strategies Svetlana Cicimil and Georgina Gough, UWE, Bristol
14.10 – 15.10	GC201 Graduate Centre	Papers Session 6: The potential contribution of Business Schools to the achievement of the SDGs Chair: Sheila Killian Nathalie Ormrod, Manchester Metropolitan University 'Relationship marketing and knowledge co-production as means of embedding responsible management education within business schools' Amir Elmi Keshtiban, Northumbria University Strategic Development Goals or Means? A prefigurative approach Gyuzel Gadelshina Arrian Cornwell, Newcastle Business School Exploring the integration of responsible management education in the business school courses through the lens of critical pedagogy: challenges and lessons Ramesh Vahidi, Southampton Business School Educating Responsible Leaders: Managing a project or business as usual?
15.10 – 15.30	Graduate Centre Ground Floor Foyer	Break
15.30 – 16.00	GC201 Graduate Centre	Showcasing Student Engagement with Responsible Management Education: School of Business and Management, Queen Mary University of London School of Business and Management Student PRME presentation competition 1. Winners: Natura4: A social enterprise for sustainable development. By: Laura Melissa Lopez Gonzalez; Evangelia Mitsa; Anna Magdalena Urbanska 2. Runners up: Harnessing high technology to help left behind children. By: Meilin Wu; Angela Kamidi; Wenhui Wang; Muhammad Ikrimah Bhutta and Gerhard Spitsak
16.00 – 16.30	GC201 Graduate Centre	Wrap-up discussion – Next steps for the Chapter
16.30		Conference Close

Speaker Biographies

Keynote speaker: John Elkington, Chairman and Chief Pollinator, Volans



John is a writer, thought-leader and business strategist, a serial entrepreneur and, at heart, an environmentalist. He is Chairman and Chief Pollinator at Volans, a certified B Corporation driving market-based solutions to the future's greatest challenges.

John is also Honorary Chairman of SustainAbility, and sits on an A-Z of some 20 boards and advisory boards. He has written 19 books, and his latest is co-authored with Jochen Zeitz, former CEO of PUMA and now co-chair, with Sir Richard Branson, of The B Team. The book, entitled "The Breakthrough Challenge: 10 Ways to Connect Today's Profits with Tomorrow's Bottom Line" comes full circle from John's 1997 "Cannibals with Forks", where he first introduced the Triple Bottom Line concept.

Keynote speaker: Jeremy Mathieu, BBC Sustainability Adviser; BAFTA Albert International Manager

Jeremy works as a Sustainability Advisor for the Film and TV industry in the UK, both at the BBC and with the BAFTA Albert consortium. He helps productions reduce their environmental impact, develops and delivers training courses for a variety of roles (from Production to Editorial, Leadership to Technology) and contributes to the ongoing development of the growing list of Albert tools and projects. Jeremy is also the Albert International Manager, growing a collaborative network of partners across the world, giving them access to the Albert tools and facilitating the transition to a truly sustainable industry worldwide. For background info see <http://wearealbert.org>

Welcome Address and Keynote Panel Chair: Professor Frances Bowen, Dean of School of Business and Management



Frances Bowen is the Dean of School of Business and Management, Professor of Innovation Studies and specialises in corporate strategy and environmental governance.

Originally from Wales, she returned to the UK in 2011 after eight years at the Haskayne School of Business, University of Calgary (Canada). There she had served as Associate Dean

(Research) and as Director of the International Resource Industries and Sustainability Centre (IRIS). She previously served as Deputy Head of School and Director of Research at SBM.

Frances' academic career began with a BA (Hons) in Philosophy, Politics and Economics from the University of Oxford, and an MA in Economics from Northeastern University, where she focused on the political economy of development. She then made the move to focus on the management dimensions of sustainable development, through her PhD from the University of Bath and later as a lecturer at the University of Sheffield.

She has been a Visiting Fellow at the Smith School of Enterprise and the Environment at the University of Oxford (2009), and held an ESRC Knowledge Exchange Fellowship at Defra in 2013-14.

Professor Bowen is often asked to provide advice on regulating for a sustainable economy to companies and to regulatory bodies such as the Environment Agency, the Department for the Environment, Food and Rural Affairs (Defra), the National Audit Office and the Department for Business, Innovation and Skills (BIS).

Her research has been supported by nearly £1m of grant funding over the last 10 years from the ESRC, EPSRC, SSHRC, BIS and Canadian provincial and federal governments.

Outside work she enjoys running marathons, choral singing and mountains, though not usually at the same time.

Overview of the Programme: Dr Yasmin Ibrahim, Queen Mary University of London, Conference Organiser



Dr Yasmin Ibrahim is a Reader in International Business and Communications at School of Business and Management, Queen Mary University of London. Yasmin has a wide array of research interests which tend to be multi-disciplinary in approach. She has published extensively in the field of media and communications. Her research on new media technologies explores the

cultural dimensions and social and ethical implications in the diffusion of ICTs in different contexts. Beyond new media and digital technologies she writes on political communication, political mobilisation and empowerment from cultural perspectives. Her other research interests include media literacy, visual economies and risks that have emerged in digital environments with the convergence of technologies. She also writes on the construction of Islam in postmodernity and the need to build theories from postcolonial perspectives in the field of media and communications.

Speaker Biographies

Update on UKI Chapter: Alec Wersun, Chair



Alec is Senior Lecturer in Strategy and Corporate Responsibility at Glasgow Caledonian University, and is the University's Champion in its active engagement with, and commitment to, the Principles for Responsible Management Education. Besides serving a two year term on the PRME Advisory Committee, and being an active member of the PRME Working Group on SIP

Reporting, Alec served the UKI PRME Regional Chapter as both Treasurer and Vice-Chair, before taking over as Chair for a three-year term in January 2018. For his leadership and commitment to the PRME initiative, Alec was honoured to receive a PRME Pioneer Award in New York in 2017 on occasion of the Global Forum to celebrate PRME's first ten years.

Keynote Panel Member: Prosper Williams, Leadership Advisory Board, British Academy of Management



Prosper Williams is that New Age Leader – he thinks very radically and differently. He can see around corners and shape what is current to the needs of the future.

A digital native, Prosper started his career at retail giant Tesco, where after 3 months of a two-year graduate program, he was head-hunted to join the management team of then UK

Managing Director Claire Peters, and CEO Richard Brasher.

Prosper comes from the most humble of origins and has used his time at University and whilst studying for his MSc in Management at Cass Business School to brilliant effect. He has already worked in many industries; from Retail to Technology, from Consulting to Events Management.

He now sits on the Leadership Advisory Boards for both the British Academy of Management and the Chartered Management Institute – they too know a rising star when they see one.

Keynote Panel Member: Ian Parkes, Chief Executive, East London Business Association (ELBA)



Ian was appointed as ELBA's Chief Executive in April 2016. Ian's career spans the public, private and not for profit sectors. Formerly Chief Executive of AZTEC, he founded SOA Development in 2001, specialising in project management, strategy development, partnership development, and organisation governance.

From 2004 to 2012 SOA Development specialized in Olympic Legacy planning, raising awareness of the business opportunities that could arise from the London Games and making sure businesses across the south east region were well prepared for Games time disruptions.

Strongly committed to helping children and young people meet their full potential, Ian is a serial school and college governor. He recently stepped down after 12 years as chairman of governors at an inner London primary school, and is currently a senior governor at one of London's largest secondary schools, Vice Chair of the educational trust which runs the school and Chair of the governors for their recently opened primary school.

Keynote Panel Member: Payal Vasudeva, Managing Director, Talent and Organisation Lead, and Human Capital & Diversity Executive Sponsor, Accenture UKI



Payal Vasudeva is a Managing Director based out of Accenture's London office, leading the Talent and Organisation (T&O) practice for UK & Ireland. Payal is passionate about the future of HR and the changing workforce in the context of digital, advising senior client leadership teams on the subject.

Payal is also a member of the Accenture UKI Board as the Human Capital and Diversity executive sponsor responsible for enabling Accenture's own employee value proposition. She also serves as Trustee on the Board of ELBA, is part of the Leadership Advisory Board on Gender for Business In The Community, founder of an education scholarship fund for underprivileged girls in India and co-founding a not for profit to help youth from disadvantaged backgrounds build life and leadership skills.

She has been recognised externally as Top 100 Ethnic Minority Leader by Empower & FT in 2017 & 2018, Green Park Top 100 BAME Board Talent Index 2017, Top 10 Global Diversity Champion in 2015, 2016 & 2017 by the Global Diversity List. Payal holds a MSc in Industrial Relations & Personnel Management from the London School of Economics, and is a CIPD Fellow.

Paper Abstracts

Papers Session 1 Pedagogical and research approaches to embed inclusivity and equality in Business Schools

What role for postcolonial theory in responsible management education? Some reflections and possibilities

Stephen Allen, University of Hull

Submitted for 'Track 3: Pedagogical and research approaches to embed inclusivity and equality in Business Schools' - PRME Regional Chapter UK and Ireland, 5th Annual Conference, Queen Mary, University of London, June 26th and 27th 2018

Postcolonial theory "is concerned with revealing continuities and persistent effects of the colonial project and colonial experience in contemporary ways of knowing and acting in the world" (Westwood, 2004, p. 57). A postcolonial perspective understands that there is "on-going significance of the colonial encounter for people's lives both in the West and the non-West" (Prasad, 2003, p. 5). In studying and performing management it has been suggested that postcolonial theory can help to challenge a blindness to the importance of geopolitical power relations between 'developing' and 'developed' nations in respect of current practices, knowledge processes and discourses of management (Alcadipani, Khan, Gantman, & Nkomo, 2012; Frenkel, 2008; Jack, 2009). Significantly, designations such as 'developing or less developed' and 'developed', 'Third World' and 'First World' are suggested to naturalise a hierarchy where some places are universally 'better' than others, and US / Western style management ideas are pre-eminent (Alcadipani et al., 2012).

Like other ideas associated with reflection and reflexivity, a turning back on oneself, postcolonial theory tells us that there is never "a view from nowhere" (Jackson, 2011, p. 5). Consequently, postcolonial theory can provide crucial impetus for management and business students to reflect on the ideas and assumptions that they have about responsible and sustainable managing. Such reflection is particularly important as discourses of sustainable development have

been criticised for: marginalising 'North-South division', globalising environmental problems, and blaming 'the poor' for their alleged irrationality and associated lack of awareness of the need to protect nature (Fougere & Solitander, 2009). Also, international climate change negotiations being argued to reveal the legacies of colonialism via 'developmentalism' where economic growth is the overriding priority, which is associated with the exercise of various nations structural power (Banerjee, 2012).

In this paper I consider how postcolonial theory can be drawn upon to support inclusive responsible management education. By reflecting on my experiences of drawing upon postcolonial theory in my teaching I make some tentative suggestions about the possibilities this area offers for helping students to make sense of the complex and dynamic intercultural boundaries amongst which they seek to manage responsibly.

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Exploring the Potential of Performative Knowledge Production for Inclusivity in Business Schools

Liz Parsons, University of Liverpool

This paper explores the potential of documentary theatre as a form of inquiry within marketing and management studies. The presentation draws from a project which explored the concept of marketplace exclusion using this methodology (Burgess et al, 2017). The methodology involved a partnership with New Vic Borderlines – a local theatre company who have significant experience in working with marginal communities.

The project involved local community members in a series of workshops which drew on their own everyday experiences of marketplace exclusion. Workshops included a mixture of creative tasks (the creation of a poem and accompanying installation) and small group discussions. By ‘giving life’ to the dynamics of everyday experience through these activities, participants are encouraged to reflect on the potential for change within themselves and map out what can be done in their own communities to achieve desired change (Kelemen, Surman and Dikomitis, 2018).

The outputs from these workshops were supplemented with interviews with those experiencing marketplace exclusion to produce a final performance which drew together key findings from the workshops and included voice overs from the interviews. Key stakeholders were invited to this final performance which was followed by an audience and cast discussion of the key issues arising. The strengths of this approach are that it is more authentic, embodied and collaborative than more traditional research modes. It also gives participants a voice in the policy arena not hitherto fully addressed in the marketing and management fields. In terms of impact the theatrical mode of communicating experiences

is both powerful and accessible for policy makers and other key stakeholders giving them real insights into the everyday challenges and experiences of those traditionally on the margins. Implications for inclusivity and equality will be drawn out in the presentation.

‘Leaderism’ as a barrier to interorganizational collaboration and the achievement of SDG’s: Are Business Schools perpetuating or critiquing the dominant organising logics?

Andy Brookes, University of Lincoln

The UN Sustainable Development Goals (SDGs) will only be achieved if progress is made in addressing the significant social problems facing contemporary society. These ‘Grand Challenges’ are highly complex in nature and can be characterised as ‘wicked’ (Rittel and Webber, 1973) because of their intractability and ill-defined nature. Wicked problems simply do not lend themselves to being ‘controlled’ using conventional bureaucratic modes of organising and it is argued (Grint, 2005; Trist 1977; SDG17) that collaborative, cooperative modes of organising represent more appropriate methodologies. Also, societal problems exist within a highly complex interorganisational domain and are therefore ‘beyond the scope of an individual organisation to solve’ (Lawrence et al, 1999). However, the lack of progress in addressing many of the pressing social and environmental issues (Bendell et al, 2017) indicates that interorganisational collaboration is difficult to accomplish and sustain.

Collaborations are embedded within pre-existing social structures which serve to inhibit or prevent more cooperative and inclusive modes of organising. The powerful institution of leadership represents one of these inhibiting social forces. This deeply embedded ideology of ‘leaderism’ (O’Reilly and Reed 2010) assumes that leaders have a privileged understanding of the problem and it is their role to shape the thinking of their followers. These core assumptions which underpin a leader-centred approach are essentially anticollaborative, in that they stifle autonomy and prevent the generation of ‘collective meaning’. This privileging of leaders, as individual actors, institutions or political entities, also serves to prevent the extent to which the UN fulfils its imperative of ‘leaving no one behind’.

Paper Abstracts

There is ample evidence, given the proliferation of leadership courses and 'executive' development, that the majority of Business Schools have embedded this uncritical form of leadership discourse within their management education programmes. Courses which explore alternative modes of organisation and approach leadership and management from a critical perspective are non-existent or are becoming increasingly marginalised. The overall argument that will be developed in this paper is: *Responsible Management Education involves challenging, rather than simply promoting and perpetuating, the dominant [anticollaborative] leaderist orthodoxy.*

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Papers Session 2: The potential contribution of Business Schools to achievement of the SDGs

The potential contribution of Business Schools to the achievements of SDGs

Dr Lila Skountridaki and Professor Sharon Bolton

Management, Work and Organisation, Stirling Management School, University of Stirling

Business schools are in a unique position to promote social transformation. To achieve this, however, higher education curricula need to move away from mainstream teaching traditionally linked to global crises (Sipos et al. 2008) to expanding responsible management education. How can academia, then, encourage future business leaders reflect on the role of business and, by association, their own future role in tackling societal challenges such as lack of inclusivity, justice and equality? To achieve this, business schools should aim to effectively integrate value-systems and critical studies in their study programs through suitable learning-enhancing strategies. In particular, diffusing values on human flourishing (such as the Human Rights) and incorporating humanitarian goals (the Sustainability Development Goals) into curricula will raise awareness among students and, thus, strengthen the sense of responsibility towards these problems. Critical management studies, examining the power relations within and beyond organizations, have also an important role to play in helping future leaders understand how inequalities develop and are sustained at an organizational level. Political philosophy is another pedagogical model that promotes inclusiveness; preoccupied with distributive justice, it advances a critical examination of how wealth is currently distributed among the members of society. Applied in business, it questions the role of the private sector in perpetuating inequalities both within organisations and the communities within they operate. In terms of learning-enhancing strategies, collaborative learning through problem-solving based on real life business-centered challenges, helps future leaders develop managerial competences (Rossouw 2002) necessary for contributing to the solution of these challenges. Experiential education and action learning, albeit resource-intensive, are also valuable as they promote embodied experiences of RME and thus transformative

learning (Sipos et al. 2008). The presentation finishes with a discussion on the challenges of incorporating such values and pedagogical models into business school curricula and some recommendations on how to overcome them.

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Business Schools and Sustainability Education. Best practices from UN Higher Education Sustainability Initiative (HESI) signatories.

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The Higher Education Sustainability Initiative (HESI, 2017a) states that higher education institutions (HEIs) are integrating the SDGs into sustainability strategies in the form of research, teaching, pedagogy, and campus practices, and to position HEIs as key drivers for achieving the UN Sustainable Development Goals (SDGs). Concern has been raised (HESI, 2017b) as to the potential impact of HEIs in helping to achieve the SDGs; the challenges faced by HEIs with integrating the SDGs into curriculum and institutional

strategies; the role of partnerships for HEIs among students, faculty, government, and various stakeholders; and how the adoption of the 2030 Agenda for Sustainable Development, including the SDGs, will transform the work of HEIs. According to CASE (2017) "... the need of new ways of teaching and learning...includes sustainable entrepreneurial education." This paper reviews progress of a sample of n=307 signatories to the HESI and identifies implications for practice.

Key words: SDGs, HEIs, UN HESI, Sustainability Pedagogy, HEIs and Governance, Business Education.

Working Title: Eschatological Perspectives: Why A Fresh Start for CSR is Needed to Inform the British Academy's *Future of the Corporation Project* and Achieve the UN SDGs.

John Hirst, Durham University

This paper considers eschatological perspectives pertinent to the British Academy's Future of the Corporation project (2017) and the UN Sustainable Development Goals (2015). These perspectives range from Streeck's (2016) essays on the "end of capitalism", to Rifkin's (2014) account of the "eclipse of capitalism" and Fleming & Jones' (2013) treatise on the "end of CSR". Firstly it identifies "legacy pathologies" and related disorders, stemming from mercantilism, that different varieties of liberalism, most recently neoliberalism, have failed to eradicate and which perpetually thwart attempts to re-embed markets into the restraining fabric of society (UNCTAD, 2017), by appealing to pragmatic legitimacy and market justice resulting in excessive commodification of Polanyi's "fictitious capitals" that has transcended the "moral limits of markets" (Sandel, 2013) and brought "the market to its knees" (Kay, 1997). It then considers several initiatives, of which the UN SDGs is one, that call for an "intellectual revolution" (King, 2017) at the system level to restore the moral and cognitive legitimacy of business (Scherer & Palazzo, 2010), and overcome the obdurate and pervasive legacy pathologies which threaten to undermine achievement of the SDGs (Scheyvens et al, 2016). It draws on several empirical examples to illustrate the management implications at the firm level. It regards Gond, Kang & Moon's (2011) path-dependent approach to

Paper Abstracts

institutionalising “government of self-regulation” as having merit if it can be integrated into a “spiral dynamic” model of CSR to guide the transformational challenge of changing business mindsets/practices for which business schools are increasingly being called to account (UNCTAD, 2014). By adopting and developing such a model, Business Schools can demonstrate to the Future of the Corporation project that CSR deserves a fresh start, fostering inclusive societal beliefs, norms and rules, that can constructively align corporate strategies with UNCTAD’s (2017) global New Deal and the UN SDGs.

“Delivering experiential learning and practical skills for business while doing good in the community: the school mentoring programme at Cass. How it works, what are the challenges and what we have learnt so far?”

Rob Compton, Cass Business School

For context, this is a unique programme of accredited learning in the community for our undergraduate business students which is moving from its pilot phase to be implemented across our undergraduate courses. We want to share the experiences we have presented to the PRME Champions group with the UK & Ireland Chapter with more practical details about how to make it work given the new TEF (and REF) environment.

Workshop 1: The Sustainability Literacy Test: A UN-sponsored online tool to develop core knowledge and student learning for sustainable development.

SULITEST: Raising awareness, promoting and mapping Sustainability Literacy

Aurélien Descamps, Kedge Business School, Marseilles

This paper builds on the deployment of the Sulitest initiative to highlight the role of higher education institutions (including Business Schools) to achieve sustainability literacy for all. To face the complex challenges of today’s world and to achieve the 2030 Agenda and the 17 Sustainable Development Goals (SDGs), we need to make sure that political and economic leaders, and all decision-makers, are fully aware of these challenges and well equipped to integrate them in their choices and professional practices. By educating current and future decisions makers, higher education has a crucial role to play to ensure sustainability literacy for their graduates and to promote Education for Sustainable Development (ESD).

Sulitest is an independent NGO developing online tools to achieve sustainability literacy. The Sustainability Literacy Test is an on-line test designed to raise awareness on key sustainability challenges and to provide feedback and indicators on global sustainability awareness in line with the SDGs’ framework. Created following the United Nations Conference on Sustainable Development, RIO + 20, it is supported by some forty international institutions and networks such as UNDESA, UNGC PRME, GRLI, IAU... The first contribution of this paper is to highlight the use of Sulitest as a tool to help higher education institutions to contribute to the global agenda.

Initially deployed in the academic world, more than 85,000 students from 700 universities in 62 countries have already taken the test since September 2013, feeding a first international database on sustainability awareness. Each Sulitest question is aligned with one or more SDG. This database can thus be mined for indicators to estimate the general awareness of the SDGs and to monitor progress. The second contribution of this paper is to map students’ sustainability awareness (including a focus on Business Schools’ students).

Papers Session 3: Inter/Multidisciplinary responses to promote education for Sustainable Development

Developing inclusive learning and teaching for entrepreneurship using feminist pedagogies

Mike Tennant, Imperial College London

Aim

In this presentation I intend to explore feminist epistemology and associated pedagogies and argue that they provide a suitable set of concepts and practice for redeveloping entrepreneurship education that is more suited than current entrepreneurial education for tackling the sustainable development goals (SDGs). Feminist pedagogies radically challenge the way that entrepreneurship is taught in business schools.

Rationale

The learning outcomes for education for the SDGs require that students master a set of cross-cutting competencies. These include understanding problems as plural and ambiguous, evaluating them under future-oriented, normative, critical and reflexive dimensions, and emphasising inclusivity and equitability in developed solutions (UNESCO, 2017).

Traditional entrepreneurship is incoherent with these competences. Entrepreneurship privileges a positivist and functionalist epistemology (Tedmanson et al., 2012), where practice is value-free (Calas et al, 2009) and male-oriented (Ahl and Marlow, 2012), and where problems are mechanistic and have defined outcomes. A contrasting framing comes from feminism and social constructivism (Calas et al., 2009; Higgins et al 2013), which sees entrepreneurship as emancipatory (Verduijn et al., 2014), strongly relational (Jones and Murtola, 2012), with knowledge being problematic and provisional (Calas et al., 2009).

Feminist pedagogies see learning and teaching as a means to critically reassess the nature of entrepreneurial inquiry (cf. Tetreault M-K, T., 2010). They actively challenge hegemonic power by surfacing the different priorities that different students may have when learning about global

problems (LeGrange et al., 1996). They incorporate voices from all disenfranchised students, including those who are disempowered by virtue of their race, ethnicity, culture, social class, sexuality or disabilities (Maher, F. A., 1999) and try to arrive at truly inclusive solutions to complex problems.

Feminist pedagogies take an active approach to learning by acknowledging that questions we ask are historically situated and social constructed; and that we need a diverse community of inquirers, including teachers, to co-construct those questions as well as co-learn about them.

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Paper Abstracts

Realising the Sustainable Development Goals (SDGs): Challenges for Business School Academics in the Responsible Management Education (RME) Field

Nkeiruka Ndubuka and Emmanuelle Rey-Marmonier Aberdeen Business School, Robert Gordon University

This paper seeks to contribute to the debate around the United Nations seventeen Sustainable Development Goals (SDGs) and the role of business schools in their realisation. It explores the challenges that PRME signatories may potentially encounter concerning their recent commitment to make meaningful contributions towards realising the SDGs. Furthermore, the paper offers practical recommendations for addressing the identified challenges; all from the perspectives of UK business school academics who are instrumental in terms of efforts targeted at achieving PRME's initial mandate to signatories – the implementation/ institutionalisation of Responsible Management Education (RME). While PRME is a United Nations-backed initiative with over 700 signatories from about 80 countries across the globe, this paper only focuses on the UK context.

Keywords: Sustainable Development Goals (SDGs); Responsible Management Education (RME); Academics, Business schools, UK

Responsible Foresight for Sustainable Development

Ted Fuller, Lincoln International Business School, Lincoln, UK

The author's 2014 presentation to this annual conference ended with a number of questions for discussion, with regard to the extent that the knowledge we offer students and the intellectual skills we develop, enable anticipation of alternative futures. This paper presents some of the ways in which the use of futures knowledge is becoming more explicit in multiple disciplines and in practices oriented to sustainable development.

A research question being pursued is in what ways awareness of anticipation, and self-modified images of the future, may enable more effective change processes for social transformations. Developing the capacity to investigate relevant contexts in depth and to be able to articulate alternative possible futures, empowers people to reframe futures in their own terms. Framing their environment as anticipatory systems (e.g. how social and economic systems respond to turbulence) raises awareness of how to act to change the dynamics of institutional power. Such knowledge can be emancipatory.

Anticipation Studies is growing as a multi-disciplinary field of endeavour. The second international conference on Anticipation was held in November 2017 with 300 participants (at UCL). A Handbook of Anticipation is under preparation (Poli 2019). Of course, not all anticipation studies are concerned with SDGs, but many are. The value of Anticipation Studies is not in creating a 'new' discipline, but reframing existing disciplinary approaches, by identifying how 'the future' and humankind's relationship with the future is manifest in different disciplines and taken for granted assumptions. The presentation will elaborate the key idea of responsible anticipation, and the relation between anticipation of norms in society.

In addressing the value of this reframing, the paper reports on a parallel project of capacity building with a network of partners in developing countries based on specific SDGs and specific areas of development. The working title of this project is 'Responsible Foresight for Sustainable Development'. The themes include women entrepreneurs, corporate governance, corruption and post-conflict community building. This brings together a team of academics from the (Lincoln) Business School with international partners. It is becoming part of a wider UNESCO – led programme that builds 'Futures Literacy' in forums of practice (Miller 2018).

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Papers Session 4: Inter/ Multidisciplinary responses to promote education for Sustainable Development

Modern Slavery: Responsible Business Education and Research

**Dr Matthew C Davis & Dr Hinrich Voss, Leeds University
Business School**

Modern slavery emphasizes the multitude ways that people may be exploited in the 21st Century and its eradication is the focus of UN SDG 8.7. The UK's 2015 Modern Slavery Act (MSA) uses the term to describe practices such as servitude, forced, compulsory or child labour and human trafficking. In this paper we reflect upon our experience engaging students in this topic and the related implications of legislation such as the MSA. We conclude by discussing how our approach to such education activities are being influenced by research we are conducting alongside colleagues, concerning modern slavery in the fashion industry.

We present two illustrations of approaches we have used to challenge students' preconceptions regarding what slavery is, who may be involved and whose responsibility it is to tackle the issue. First we introduce a traditional case study based seminar from a large undergraduate module (LUBS2970 Corporate Social Responsibility) that encourages students to question different stakeholder motivations, where the boundary of free choice is and moral relativism. The second example is drawn from a postgraduate module that introduces students to business ethics in an international context (LUBS523 Debates and Controversies in International Business). The module uses a role-play task to illustrate the challenges Multi-National Enterprises (MNEs) face in governing and coordinating their international supply chains. The MNE is accused of violating the MSA because an NGO has found evidence of forced labour in the MNE's supply chain. Students role-play the MNE, government, investor, NGO and supplier. Students playing the MNE have to gather information about what happened and why, as well as negotiate a solution. The other stakeholders all have their own agenda. The students learn about conflicting stakeholder interests and acquire negotiation skills. They also learn how forced labour can be hidden rendering the MSA powerless.

Educating Responsible Leaders: Do they actually get the opportunities for becoming responsible?

**Ramesh Vahidi (PhD), MSc Programme Leader, Southampton
Business School**

Keywords: Responsible Leadership, Higher Education,
Responsibility, Accountability, HE Challenges

Responsible leadership has found its way to the literature as a means of responding to the complexity and multiplicity of the modern business world (Pless & Maak, 2011). The concept and its practice have various dimensions, such as sustainability, ethics and governance and among its core and overarching values are inevitably 'responsibility' and 'accountability' (Smit, 2013).

The role of management education and particularly business schools in developing responsible leaders through embedding the concept in their curriculums have been discussed in literature (e.g., Smit, 2013) and is growing in practice.

This conceptual paper discusses the extent management education could go into developing a new generation of leaders who indeed value (or know how to value) 'responsibility' and 'accountability' in practice. The increasing pressures of the ranking competition on business schools, seems to have created circumstances that such values are expected from and shifted more and more towards the academic systems. The systems in turn seems to have transferred these more and more towards the academics as the forefront of the battle.

In the quest for higher evaluations, NSS scores, gaining rapid results and implementing immediate changes and improvements, it seems that significance of being responsible and accountable on the student side is more and more ignored and forgotten. These raise the question of whether such values could be developed just by being exposed to the theories and academic sources for their future practice or actually should be practiced while they are still residing in academia? The limited time students spend in HE institutes in the UK before entering the real world, makes it essential to expose them to the realities and challenges of the world early on and from the first days of their studies, should we intend to develop responsible leaders.

Paper Abstracts

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Integrating PRME and SDGs into operations and supply chain curriculum

Anthony Alexander, University of Sussex

Operations management (OM), including supply chain management (SCM), is a typical core module on MBA and MSc Management programmes. Whole MSc programmes in OM, SCM, logistics, and related fields are also not uncommon. Sustainability or CSR may often be included as a single class in a core module, or a whole module in its own right as an elective (such as the module in Sustainable SCM on the Exeter MBA).

The topic itself is of central relevance to delivering sustainability in practice. A factory process that produces a toxic waste product is an operations management responsibility. Reducing the CO₂ from transport is a logistics manager's responsibility. Sourcing from ethical suppliers or investing in supplier capacity building to improve worker conditions are SCM issues. OM and SCM are thus at the heart of the practical steps to address key sustainability impacts through responsible management.

Such aspects are fast influencing practitioners, yet the extent to which this topic is integrated into the teaching of OM and SCM deserves investigation and can be done through the lens of PRME and the SDGs. Classes typically cover the triple bottom line, stakeholders, risk and compliance; but can they go much further, integrating across whole curricula while still covering the core subject knowledge? As a research topic too, how does OM/SCM help deliver SDGs?

This paper looks at the example of a typical OM/SCM module and explores how PRME and SDGs can be included. The HEA's UKPSF descriptors of subject knowledge and professional values (not least inclusivity), and relationship to module learning outcomes is also considered. Initial findings are that demonstrating UN PRME should be straightforward, while the SDGs prompt deeper consideration, with clear opportunities and challenges, for teaching as well as research and engagement. Awareness of sustainability issues among students is one such challenge; major environmental incidents such as the Deepwater Horizon oil spill (2010) occurred when the typical undergraduate may only have been ten or eleven years old, so what lecturers may take for common knowledge may be unfamiliar to students.

Workshop 2: Carbon Literacy Training for Business School Academics and Leaders

Carbon Literacy Training for Business School Academics and Leaders

Rachel Welton & Petra Molthan-Hill: Nottingham Trent University

Context/background Anthropogenic Climate Change is one of the major challenges for human kind. Without ambitious action starting at higher education institutions as thought leaders, the global temperature rise will dangerously surpass 2 degrees Celsius. According to a survey with more than 3700 students from the leading Business Schools in the world (Yale Study 2016), 79% of these business students stated that they feel only 'moderately' to 'not at all' knowledgeable about how to make business more environmentally sustainable. 64 % of them want environmental sustainability to be integrated into the core curriculum, 61 % want more faculty and staff with expertise in sustainability. Other studies point in the same direction: The skills shortage with regards to carbon literacy in Business Schools and universities is immense. This is critical, given the role of businesses in reducing carbon emissions and thus helping to decouple emissions from economic activity.

Objective This project builds on an existing and successful Carbon Literacy training framework developed by the Community Interest Company Cooler Projects, and implemented in BAFTA, BBC and ITV to address these challenges in management education. The suggested training will be designed in a way that it can be scaled up and disseminated across Europe and beyond. One of the new features will be that it is first targeted towards the staff development of Academics who then roll it out across their own Business School. Another new feature will be the discipline specific modules for Carbon Literate Accounting, Design Entrepreneurship, Economics, Marketing, Operations and Organizational Behaviour. Finally, an Executive Leadership Module will be conceptualised to help the senior management in business schools to embed carbon literacy and climate change mitigation into the curricula.

Papers Session 5: The potential contribution of Business Schools to the achievement of the SDGs

Collaborative student research on business contributions to the SDGs using the WikiRate.org platform

Dr Richard Mills, University of Cambridge and Dr Alec Wersun Glasgow Caledonian University

WikiRate.org is an open platform which facilitates collaborative research on corporate social and environmental impacts. Starting in 2017, WikiRate has partnered with the UN Global Compact and PRME to run a series of research projects where students at PRME signatory institutions collect and analyse data on company sustainability. In the first round of this initiative, around 950 students from 9 PRME signatory institutions participated, between them collecting over 20,000 data points on corporate sustainability performance.

WikiRate is an open platform, inspired by wiki principles. The WikiRate platform is designed around the concept of Metrics, where the same question can be asked in a standardised way of many companies. The platform offers tools for navigating and citing sources of data, and for peer review of that data. WikiRate also offers a set of tools for analysis of the data. Analyses are openly shared and discussed, they are connected directly to the data they use and change dynamically as data is added or edited.

This session will introduce WikiRate and describe the affordances it offers as pedagogical tool. As we approach the end of the second round of PRME projects on the SDGs, an overview of these projects will be provided from both a WikiRate perspective and the perspective of a practitioner who has used it with a class.

Paper Abstracts

Student Responses to a Wicked Assessment using the SDGs and the GRI as lenses

Jack Christian, Manchester Metropolitan University

Today's business students will face increasingly complex, 'wicked' problems in the future. First mooted by Churchman (1967) these are problems without solutions due to their incomplete, contradictory and ever changing requirements. Such are the problems of modern businesses as they grapple with sustainable development and stumble towards a sustainable world.

With that in mind postgraduate Accounting, Finance and Banking students were given a scenario involving a community co-operative in a developing nation supplying fruit juice from a rare indigenous tree to a UK retailer. The retailer blended the juice with other juices to produce a very popular own brand beverage and it now wanted to expand production. However it was very aware of its excellent CSR reputation and realised there were social and environmental impacts to be considered.

The students worked in groups to assess the risks and opportunities in the proposed expansion. This paper presents a summary of their findings.

Combating Climate Change and its Impacts through Responsible Management Education: Business Schools responses to SDG 13.

Dr Alex Hope, Newcastle Business School. Northumbria University.

Sustainable Development Goal 13 'Climate Action' calls upon nations to identify urgent measures to combat climate change and its impacts building on the momentum achieved by the Paris Agreement on Climate Change, which entered into force on 4 November 2016. Stronger efforts are needed to build resilience and limit climate-related hazards and natural disasters by governments and also from businesses

whose activities contribute to climate change as well as being affected by climate impacts for example higher raw material and transportation costs from flood and drought risk. Business schools, as the primary source of management education, prepare professionals who will lead, manage and work and, as such, influence organisations in the future. A such numerous initiatives problematise traditional management education and demand that business schools adapt to global challenges such as climate change. Despite this, little is currently known about the state of climate change education in business schools. Where is climate change taught, if at all? How is it taught? what pedagogical approaches are employed? At which level of study is climate change education considered? What good practice has been developed? In response to these questions and others, this paper sets out results from a recently conducted literature review on climate change education in business schools and beyond aimed at developing a baseline understanding of the topic. The results of the review are being used to develop a questionnaire which will survey business schools' providing empirical data on current actions, identify good practice and areas for further investigation. From this, guidance will be provided to enable business schools who do not incorporate climate change education to develop strategies to ensure students are prepared to face this challenge once they enter industry.

GCE@GCU: Reflections on Glasgow Caledonian University (GCU) Students' Experience and Learning about Social Responsibility

Shariq Sheikh and Alec Wersun Glasgow Caledonian University

This paper aimed to contribute to the knowledge and overall understanding and benefits of responsible management education through Global Citizenship Education thus aiming *"to transform business and management education, and develop the responsible leaders of tomorrow"* (UN PRME, 2018). Recent events around the corporate world have highlighted the need and urgency for a responsible management approach, for example, automobile emissions

testing scandal; protection of privacy regarding use of individuals' personal data by social media organisations, and others. This presentation highlights that including the development of social awareness in the students' consciousness is important for them to become responsible managers of the future. The role of higher education institutions (HEI) in this direction then becomes critically important to help develop social awareness among students of business management. This has increased the need for HEIs to incorporate sustainability and business ethics as core part of their curricula.

In this context, curriculum development based on Global Citizenship Education (GCE), as adopted by Glasgow Caledonian University (GCU), called the 'Common Good Curriculum', includes achievement of 'Active and Global Citizenship' as one of the important attributes, the others being 'Entrepreneurial Mind-set; Responsible Leadership; and Confidence' (GCU, 2018). GCE, understood as developing the knowledge and skills essential for social and environmental justice (Andrzejewski & Alessio, 1999), is deemed to be fundamental for attaining these 'Common Good Attributes'. Xing (2015) described GCE as education borne out of a 'social-justice approach, which emphasises the awareness of global problems ... and capacity building for its resolution' (p. 136). Glasgow Caledonian University's adoption of the 'common good curriculum' demonstrates the intention by the University for students to achieve the common good attributes and fulfilling GCU's vision of '*Global reputation for delivering social benefit and impact through education, research and social innovation*' (GCU, 2018). GCE aims to develop, among students, a global orientation, empathy and cultural sensitivity and an understanding of social equality and human rights (Veugelers, 2011; Dill, 2013).

This research is based on analysing undergraduate degree students' experiences on a module named 'Sustainability, Corporate Responsibility and Ethics (SCoRE)' in which students interacted with founders or managers of Social Enterprises in Scotland and thereafter reflected on their experiences and learnings. More than 250 reflective statements have been analysed for this research.

The findings demonstrate students' perceptions of social problems and an enhanced self-awareness and understanding that innovative solutions can help resolve the most challenging of social and environmental problems. Students found the inclusion of ethical management in the curriculum as a vital part of their overall learning. The research concluded that Global Citizenship Education has a positive influence on developing social awareness and ethical consciousness among students of Higher Education.

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Paper Abstracts

Workshop 3: SD(Gs) - informed management education in academic institutions: a holistic and participative exploration of responsible strategies

(Gs)-informed management education in academic institutions: a holistic participative exploration of responsible strategies

Chaired by Svetlana Cicmil and Georgina Gough, UWE, Bristol

Taking this year's conference theme as our point of departure, we wish to explore the notion of responsible realisation of SDGs through education in academic institutions. As active SD and RME educators, we have experienced that embedding SD(Gs) responsibly in management education is a complex, emerging, evolving and non-linear process of addressing simultaneously the curriculum content, power, structures, identity, values, and external checks and balances. It can also be highly emotional due to existential, ideological and cultural aspects of both the given educational context and the SDG targets. In order for management education to become an effective driver for the operationalisation of SD(Gs), it has to incorporate an inclusive ethical reflection on the lived experience with the above complexities and particularly with assumptions, values and contradictions inherent in the SD rhetoric (e.g. ecological crisis vs economic growth) and currently proposed solutions.

Papers Session 6: The potential contribution of Business Schools to the achievement of the SDGs

'Relationship marketing and knowledge co-production as means of embedding responsible management education within business schools'

Nathalie Ormrod, Manchester Metropolitan University

Long-term relationships increasingly need to be based explicitly on both ethical behaviour and high moral values as societies change across the world and raise new ethical dilemmas (Perret and Holmlund, 2013).

Whilst Gummesson (2017) argues that relationships have always been inherent to business practices and networking, not-for-profit relationships have only been addressed in recent years and studies continue to be limited (Vincent and Webster, 2013). Yet customers or, in our case, members of the PRME organisation, are value creators in membership relationships (Grönroos, 2011) and co-production is especially dominant within knowledge-intensive organisations (Beltencourt, Ostrom, Brown and Roundtree, 2002).

According to Grönroos and Voima (2013: 143), customers (or members) 'may create value by interacting directly with the service provider's resources in a merged dialogical process'. Value can also be created outside and independently from the organisation (indirect interactions), and in spaces controlled to some extent by the organisation (e.g. resources / processes / outcomes). In these instances, value creation comes under the influence of an array of factors and interactions independent from the organisation e.g. family, relations, social media etc. (Grönroos and Voima, 2013). The support of key strategic decision makers is therefore critical in terms of PRME implementation (Maloni et al., 2012) in order to forge relationships and nurture knowledge co-production.

Extending Gruen, Summers and Acito's (2000) theoretical framework, 'Relationship Marketing Activities, Commitment, and Membership Behaviours in Professional Associations', offers the opportunity to explore relationships and co-production within the well-defined context of PRME; this will be the focus of the presentation.

Nathalie Ormrod is a part-time doctoral researcher in full time employment. A senior lecturer with Manchester Metropolitan University since 1992, she specialises in services and relationship marketing, and has developed a strong interest in ethical and responsible management.

Strategic Development Goals or Means? A prefigurative approach

Amir Elmi Keshtiban, Northumbria University

Despite the PRME's widespread global initiative, and the involvement of more than 650 signatories within a decade of its inception, there is a danger for PRME to become another management fads and fashions among the management of higher education institutions. Recent events indicate the possibility of this assertion considering latest UK university lecturers' strike on the one hand and the £8m claims in expenses by UK University Vice Chancellors on the other hand (Doward & Drevet, 2018), which is opposite to the SDGs such as reduced inequalities (10), Responsible consumption (12) and partnerships for the goals (17). Drawing on UN PRME's six principles, especially principles two, five and six, it is evident that a clear attempt is needed to bring other stakeholders apart from the business corporations into the partnership circle (Principle 5) rather than just maintaining dialogue with others (principle six) to build up trust among stakeholders and go beyond the process of embedding PRME in the curriculum.

Considering the PRME as a movement and drawing on social movement studies and prefigurative politics, the paper argues that the PRME embeddedness into the curriculum should not be perceived as a necessity and an end which could lead to empty talks or management jargons (Spicer, 2017) but it should be enacted as a means to provide and promote 'alternative' social and economic arrangements (Yates, 2015) among all stakeholders. In other words, the aim should be ends-affecting rather than ends focus (Swain, 2017).

To go in depth, prefigurative politics promotes the idea of 'imagining and enacting' a society with empowered people who are not limited to the minority and their power of decision-making. In other words, the prefigurative politics attempts to facilitate collective experimentation, creating of new and future-oriented social norms within the existing establishment. The same could go to the PRME initiative in

which it offers to students or future leaders the requirements of the new business paradigm and empower them to broaden their "moral imagination" (Fougère, Solitander, & Young, 2014).

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Exploring the integration of responsible management education in the business school courses through the lens of critical pedagogy: challenges and lessons

Dr Gyuzel Gadelshina Newcastle Business School and Arrian Cornwell Northumbria University

In recent years, the transformational process of higher education institutions from knowledge generation to service delivery has attracted significant attention in academic literature (Alvesson, 2013; Czarniawska & Genell, 2002). On the one hand, many commentators agree that substantial reforms which accord with a market mode of operations with their focus on customer satisfaction and quality of service can help contemporary higher education institutions to gain and sustain competitive advantage (LeBlanc & Nguyen, 1997; Sirvanci, 2004). On the other hand, there is a growing concern associated with the widespread growth of the consumption culture in academia, the increasing

Paper Abstracts

corporatisation of higher education, the deterioration of learning and the demise of traditional teacher-student relationship (Craig et al., 2014; Kallio et al., 2016; Lynch & Ivancheva, 2015; Nadolny & Ryan, 2015; Willmott, 1995). For example, several authors observe that students are increasingly looking for entertainment rather than hard work throughout their learning journey and achieving easy grades in their studies (Alvesson, 2013; Grafton, 2011).

Responding to the inherent challenges associated with the development and implementation of education for sustainability within existing business education, certain commentators call for the creation of innovative pedagogies and educational approaches to support integration of the principles of responsible management education (PRME) within the core curricula of business schools and management education-related institutions. This paper discusses a teaching initiative of introducing Model United Nations (MUN) as a classroom activity for Level 4 undergraduate students in a very large module. In our case, by 'very large' we mean a module with approximately 800 enrolled students. Model United Nations has been introduced in order to develop students' critical thinking and analytical reasoning about sustainable development issues and thus to increase UG students' awareness of how business people can act in a socially responsible way.

This paper explores teaching and learning practices facilitated by MUN through the lens of critical pedagogy. From a critical pedagogy perspective, education is fundamental to democracy and, therefore, pedagogical practices should contribute to the development of critical, self-reflective and knowledgeable citizens. A wide range of data including student focus groups, questionnaires, student feedback along with students' reflective learning statements about their learning experience on the module have been collected and analysed in the framework of our research. Following voices of critical pedagogy scholars, we observed that "the classroom is no longer a safe space immune from the corporate and ideological battles" (Giroux, 2009, p.110). It can be suggested, that in those modules which involve large student numbers and teaching delivered in a standardised way in order to meet consistency requirements, students are increasingly disengaging with the subject matter. Our findings resonate with the broader observation of students' passive behaviour in the class and even non-attendance of classes and seminars if they are not clearly linked to the final assessment task. It could be argued that a lack of personalised feedback and motivation only by the

forthcoming assessment rather than critical engagement with the subject matter could contribute to students' intellectual 'anaesthesia'. This could also have a detrimental effect on teachers' endeavours to develop students' critical thinking and analytical reasoning about sustainable development issues in their classes. During the conference presentation we will share with the colleagues our insights about how we could address these concerns and also discuss examples of good practice.

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Educating Responsible Leaders: Managing a project or business as usual?

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Keywords: Responsible Leadership, Sustainable Development, Project Management, Management Teaching, Business Challenges

Project management (PM) is widely offered as a degree programme or single modules in many UK business schools. The schools, which tend to develop responsible leaders who could contribute to sustainable development (Lozano et. Al, 2011). Leaders who are expected to be accountable for their actions in tackling dynamic and complex problems, 'inherent' as well as 'emerging' ones, of the modern business environments (Pless & Maak, 2011; Smit, 2013). Equipping business graduates with traditional, pre-developed and prescribed resolutions for managerial issues is less likely to enable them to fulfil the expectations of the real world (Lozano et al., 2011).

Businesses have been increasingly moving towards management by projects to survive and enhance their capabilities of coping with the challenges of the modern business world (Turner et al., 2010). This conceptual paper explores whether and how far academics should/could put PM into practice in their approach to managing 'management teaching', to enable the business schools to develop leaders for sustainable development. The debate indeed establishes links between Business Education and PM fields.

Looking at the UK HEIs in recent years, it would not be difficult to note the increasing pressures on academics as the results of the more and more demanding internal and external environments. Various rankings, league tables, the National Student Survey (NSS), student evaluations, etc. have become inseparable parts of the forces shaping the

dynamics of such environments. To cope with and to respond to the potential changes in any of these areas have inevitably become inseparable parts of the academics' responsibilities and HEIs' obsessions.

However, the question remains as whether the context surrounding academics and particularly the governing HEI systems would let and facilitate acquiring a PM approach to teaching business or not.

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